

THE CHINESE UNIVERSITY OF HONG KONG

Courseware Development Grant (2019-22)

Scheme 1 – Micro Modules

Final Report

Please return by email to CUHK cdgs@cuhk.edu.hk

PART I: Summary of Project

- Title:** Using Micro-modules to Improve Group Discussion and Student Engagement for ZOOM Online Teaching
- Principal Supervisor(s) and Co-supervisor(s) and the respective Unit(s).**

Name	Post	Unit/ Department	No. of funded TDLEG (of any funding scheme including the CDG for micro-modules) serving as a Principal Supervisor				No. of funded TDLEG (of any funding scheme including the CDG for micro-modules) serving as a Co-Supervisor			
			12-15 Trien- nium	15-16 roll- over year	16-19 Trien- nium	19-22 Trien- nium	12-15 Trien- nium	15-16 roll- over year	16-19 Trien- nium	19-22 Trien- nium
			(Please specify the number in the relevant boxes)							
Principal Supervisors										
Hui Huang	Professor	Faculty of Law				1				
Co-supervisors										

3. **Project Duration:** from 31/March/2021 to 31/March/2022

4. **Project objectives:**

- summary of original project objectives and changes to it, if any (in one paragraph)

This project aims to explore the way of using ZOOM’s platform of group discussion and micro-module videos to enhance student engagement and interaction for online teaching. Due to the Covid-19 crisis, CUHK has been applying ZOOM teaching since February 2021. However, one of the largest difficulties with online teaching is to foster active student-peer and student-teacher interaction. The issue is particularly acute for law courses which traditionally adopt the Socratic teaching method with an emphasis on interaction. Hence, this project proposes to use ZOOM’s platform of group discussion to develop an innovative teaching practice which can be called ‘ad-hoc in-class student group discussion’ (AISGD).

5. Activities, processes and outcomes:

- activities carried out
- examples of process: enhanced curriculum designs, enhanced educational practices, changes in approaches to teaching
- outcomes in terms of student capabilities that have been developed, student satisfaction, or staff competencies that have been enhanced

In accordance with the project plan, I have created 8 micro-module videos on relevant cases, and used them for the teaching of my course “Principles of Securities Regulation”. I made three of them as the first batch, and then sought student feedback on them. Based on student feedback, I then made the other five videos.

The use of those videos has improved the way class discussion is conducted. My practice is to upload the videos at least one week before class so that the students can have sufficient time to view them. In my PPTs used in class, I just set out questions for discussion. The students have to view the videos in advance to get prepared for class discussion. The questions are included at the end of the videos too. This makes it more meaningful to conduct class discussion and allows more efficient use of class time.

I conducted a survey of the use of the videos amongst students online, showing that most of them find the videos useful. In general, the students developed the capability to read cases, extract main points and reflect on them. I also benefited from this project as I have enhanced my level of competence in using technologies in teaching.

6. Deliverables: (please provide details under this section and the relevant summary statistics in the tables in Part IV)

- summary of project deliverables
- **accomplishment of project objectives, University themes, institutional strategic plan and priorities/goals**
- specify the number of micro modules produced, and the course(s) (with course codes and titles) that have used the micro modules in Part IV, and provide more detailed descriptions below. Must specify duration of each micro-modules (in terms of students online contact hours), total duration time of all deliverables and style. (with reference to “[Report on MMCD showcase \(2015-18\)](#)”, “[Summary of video presentation styles \(2014-15\)](#)”, “[Summary of video presentation styles \(2015-16\)](#)” and “[VR / AR / Mixed Reality Technology Projects](#)”)

#	Topic	MM Name	Language	Duration (in minutes)	Styles	Used in Courses
1	Insider trading	Du Jun case	English	10.11m	Video	Yes
2	Continuous	CITIC Pacific case	English	12.04m	Video	Yes

	disclosure					
3	Review of stock exchange decisions	New World Development case	English	16.27m	Video	Yes
4	S213 application	Tiger Asia case	English	16.46m	Video	Yes
5	Audit paper	E&Y case	English	11.48m	Video	Yes
6	False information	Evergrande case (1)	English	8.07m	Video	Yes
7	False information	Evergrande case (2)	English	9.18m	Video	Yes
8	False information	Evergrande case (3)	English	5.57m	Video	Yes

Total: _____ MMs; ___89.18___ minutes; Average length of each MM: __11.15__ minutes

- detailed descriptions

The first micro-module is on the Du Jun case which is a leading case on the issue of insider trading in Hong Kong, and which is extensively discussed in my class on the regulation of insider trading.

The second MM is on the CITIC case which is a landmark case on the issue of information-based market manipulation, with a lengthy judgement of more than 150 pages. The case is a central part of my class on the regulation of market manipulation in Hong Kong.

The third MM is on the New World Development case which is the leading case on judicial reviewability of the decisions made by the Hong Kong Stock Exchange. This case is critical to my class on the regulatory role of the Hong Kong Stock Exchange.

The fourth is on the Asia Tiger case which is a landmark case decided by the Court of Final Appeal in relation to a new regulatory route for the Hong Kong Securities and Futures Commission. This case is a must-discuss case in my class on securities regulatory framework in Hong Kong.

The fifth is on the E&Y case which is the leading case on the power of the SFC to request audit work papers from auditing firms.

The remaining three MMs are actually a trilogy on the landmark Evergrande Case which is about the disclosure of false information. As the case is very complicated and involves several trials, it has to be broken down into three parts so that the length of each MM is appropriate.

7. Key Performance Indicators and Evaluation:

- measurement of deliverables/ outcomes **against the key performance indicators**
- summary of original evaluation plan and changes to it, if any

As originally planned in my application, I have used student surveys to evaluate the effectiveness of the micro-modules. The survey was conducted anonymously to ensure candid feedback. For more details about the survey and the results, see the progress report.

8. Reflection

- any changes in overall aims and direction?
 - No
- any changes in nature of process, activities and outcomes?
 - No
- any changes to the evaluation plan?
 - No
- what monitoring data have been collected?
 - Student survey
- does your evaluation indicate that the project objectives have been met, and/or demonstrate linkage in support of the University Themes and fulfillment of institutional strategic plan and priorities/goals? Any evidence?
 - Yes. The survey data can serve as evidence.
- what could be done differently to achieve better results?
 - More advanced/professional video-making technologies.
- how the project results can be adapted to other disciplines?
 - I think the videos can apply to any courses on securities market development and regulation in Hong Kong, and also to comparative law courses which involves Hong Kong law.
- any new opportunities, e.g. collaboration with other institutions?
 - No

9. Dissemination/Diffusion/Sharing of Good Practices: (please provide details under this section and the relevant summary statistics in the tables in Part IV)

- examples: website, presentations in workshops or conferences, or publications
 - I have uploaded the micro-module videos to Youtube <https://www.youtube.com/channel/UC4XUzvvB9jTFCGOVsRfcHGQ/videos>
- **evidence of dissemination/diffusion taken place**, e.g. examples of how your project processes/outcomes/deliverables are being used in your unit and other parts of CUHK or other institutions, an initiative being adopted elsewhere, collaborations being set up, a related development being triggered
 - not yet.
- identification of good practices and outcomes, and method(s) **for replication across the sector**
 - The video-making methods developed in my project can be used to make more videos on other important cases in other courses.

10. Impact

- Reflection on **how teaching has been improved and how student learning outcomes have been better achieved**:
 - In case where the project deliverables, e.g. instructional materials, have been tried out with students, what are the general responses?
 - ◆ According to student feedback, the videos are very useful.
 - What is the impact on the thinking and teaching practice of teachers?
 - ◆ It facilitates class discussion and student engagement in my course.
 - Any analysis of changes in the satisfaction or learning experience of students?
 - ◆ Most students like the videos, finding them useful. However, some students still prefer the traditional teaching method, namely listening to the teaching of professors in class, because they do not want to make preparations and speak up in class.

11. External collaborations

Name of collaborating institutions	Local/Non-local (please specify)

Please provide details and a self-reflection of the collaboration.

N/A

12. Engagement of students as Partners in the project (please provide details under this section and the relevant summary statistics in Table 5 in Part IV)

- Has the project engaged postgraduate or undergraduate students as partners in the development?
- If yes, how? Please also provide a self-reflection of the engagement.

Yes. The students in my class participated as partners, in the sense that they were asked to view videos and make preparations before class.

PART II: Lessons learnt from the project

- key factors in determining success
 - the composition of students (part-time or full-time; local students or non-local students);
 - the technologies used to make videos;
 - the speed and length of the video;
- difficulties encountered in implementing the plan and remedial actions taken
 - finding out how to best use the videos for student learning. For instance, after I made the first batch of videos, some students told me that it is better to keep the video within 10 minutes and increase the pace of animation. I took these suggestions when making the second batch of videos.
- the role of other units in providing support
 - N/A
- impact and sustainability of project
 - This is the first time that I have tried to use videos in my teaching. As noted, it is generally welcomed by my students, but there are some issues that I will need to improve, particularly the quality of the video.
- future plans/way forward
 - I plan to learn more about how to make videos in a more sophisticated and professional way
- suggestions to CUHK or UGC
 - provide workshop on how to make videos with close-to-professional quality

PART III: Financial data*

(a) Funds awarded from CDG:	\$ 81948
(b) Total expenditure:	\$ <u>80889.56</u>
(c) Surplus/ deficit (i.e. (a) – (b))	\$ <u>1058.44</u>

In the case of deficit, please specify other source(s) and amount of funding secured (please specify _____) \$ _____

Expenditure:

Item	Budget as per application	Expenditure	Balance
Staff cost	79500	79469.44	30.56
Conference registration fee	0	492.72	-492.72
Computer software	2448	927.40	1520.60
Total:	81948	80889.56	1058.44

* Please attach the final/latest financial statement of your project as provided by the Finance Office and make sure that the amount listed above tallies with the relevant information as included in the financial statement.

The final financial statement is attached.

PART IV: Information for public access

Brief write-ups of individual projects (should be submitted as a separate document, which will be attached to the University's Final Report for submission to the UGC) and other information under Part IV of this report will be uploaded to a publicly accessible CUHK CDG website.

1. Keywords

Please provide five keywords (in order of relevance to your project) to describe your project.

- (Most relevant) Keyword 1: micro-modules
 Keyword 2: group discussion
 Keyword 3: student engagement
 Keyword 4: online teaching
 (Least relevant) Keyword 5: case study

2. Summary statistics

Table 1: Publicly accessible online resources (if any)

(a) Project website:

I have uploaded the micro-module videos to Youtube
<https://www.youtube.com/channel/UC4XUzvvB9jTFCGOVsRfcHGQ/videos>

(b) Webpage(s):

If information of your project is summarized in a webpage (say a page in the department's or faculty's website), please provide the URL(s) in here

(c) Others (please specify):

NA

Table 2: Resource accessible to a target group of students (if any)

If resources (e.g. software) have been developed for a target group of students (e.g. in a course, in a

department) to gain access through specific platforms (e.g. CU Learning Management System (Blackboard), Facebook), please specify.

<u>Course Code/ Target Students</u>	<u>Term & Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
Faculty of Law, JD students (postgraduate students)	All JD students	70	Blackboard/Youtube

Table 3: Presentation (if any)			
<i>Please classify each of the (oral/poster) presentations into one and only one of the following categories</i>		Number	
(a) In workshop/retreat within your unit (e.g. department, faculty)	On-line	<i>Face to Face</i>	
	<i>Please insert no</i>	<i>Please insert no</i>	
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	On-line	<i>Face to Face</i>	
	<i>Please insert no</i>	<i>Please insert no</i>	
(c) In Teaching and Learning Innovation Expo jointly organized by CLEAR and ITSC	On-line	<i>Face to Face</i>	
	<i>Please insert no</i>	<i>Please insert no</i>	
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	On-line	<i>Face to Face</i>	
	<i>Please insert no</i>	<i>Please insert no</i>	
(e) In international conference	On-line	<i>Face to Face</i>	
	<i>Please insert no</i>	<i>Please insert no</i>	
(f) Others (please specify)	On-line	<i>Face to Face</i>	
	<i>Please insert no</i>	<i>Please insert no</i>	

Table 4: Publication (if any)		
<i>Please classify each piece of publications into one and only one of the following categories</i>		Number
(a) Project CD/DVD		<i>Please insert no</i>
(b) Project leaflet		<i>Please insert no</i>
(c) Project booklet		<i>Please insert no</i>
(d) A section/chapter in a booklet/book distributed to a limited group of audience		<i>Please insert no</i>
(e) Conference proceeding		<i>Please insert no</i>
(f) A chapter in a book accessible internationally		<i>Please insert no</i>
(g) A paper in refereed journal		<i>Please insert no</i>
(h) Others (please specify)		<i>Please insert no</i>

Table 5: Engaging students as partners (if any)		
		Number
(a) participated in designing the teaching and learning resources	postgraduate students	<i>Please insert no</i>
	undergraduate students	<i>Please insert no</i>
(b) participated in supporting the implementation of the project	postgraduate students	70
	undergraduate students	<i>Please insert no</i>
(c) participated in evaluating the project outcomes	postgraduate students	56
	undergraduate students	<i>Please insert no</i>
(d) participated in disseminating the project outcomes	postgraduate students	<i>Please insert no</i>
	undergraduate students	<i>Please insert no</i>
(e) Others (please specify)		<i>Please insert no</i>